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CURRENT EDUCATIONAL LITERATURE

CONDUCTED BY PRINCIPAL J. E. RUSSELL

Herbart and Pestalozzi Compared. W. T. HARRIS. Educational Review (N. Y.). May, 1893. pp. 417-423.

The progress of education is from extreme to extreme. The old education tended almost exclusively to memory culture. Pestalozzi exploded the theory. He laid stress on sense-perception, verification, and original research. Now comes a new line of departure. Herbart holds that what is wanted in education is apperception—not so much seeing and hearing and handling things, as recognizing them and understanding them. It is an inclusive doctrine that combines perception and memory in a higher faculty. It is what we inwardly digest or assimilate of what we memorize that nourishes our minds. Hence emphasis is put on thinking instead of mere seeing or mere memory. Apperception is a twofold process. The new idea adds something to the common store; on the contrary the wealth of experience explains what is new. What an immense series of ideas a piece of bread calls up to us! Bread suggests or calls up the combined result of our perceptions and conceptions that relate to this product: *e. g.*, grain, rye, flour, dough—Bread; or, connecting the processes, planting, harvesting, threshing, grinding, kneading, baking—Bread. Our experience is preserved in the net result of apperception. Again there are series of ideas connected with the uses and objects which our apperception associates with bread to explain its existence. These are the ideas of food, organic tissue, life, etc., and the processes of eating, digesting, nourishing, etc.

The new pedagogy will give its attention to the relations of things, and especially to the casual relations. When we see a thing in all its relations we comprehend it. We may apprehend it in one, or a few, of its relations. "Concentric instruction," so emphasized in Germany, selects some theme that can arouse the interest of the pupil, and then builds forward and backward, and on both sides outward, the series of ideas that form the totality of relations necessary for comprehensive thinking. Thinking is not, as many of Pestalozzi's followers suppose, an elevated sort of sense-perception, but a reaction against it. The object of thought is lost sight of in the mind's endeavor to trace out its past history and its future destiny. We comprehend the sense-object by apperception of the double series of past and future forms. Finally, it is apperception that gives us acuteness of sense-perception. It endowed Asa Gray with the ability to observe plants and Agassiz with the ability to recognize fishes.

Doubtless there will be new trends on the zig-zag of progress to correct the extremes and errors of Herbartianism, but, compared with Pestalozzi's theory of intellectual instruction, or with that other and older theory of memory as the sole intellectual faculty, there can be no doubt that the Herbartians are right.

J. E. R.

Horace Mann and the Revival of Education in Massachusetts. G. H. MARTIN. Educational Review (N. Y.). May, 1893. pp. 434-450.

The first part of this century was marked by a general quickening of interest in education among enlightened thinkers and the friends of humanity the world over. No classes were outside its influence. There were two

underlying motives :—philanthropy and philosophy. All phases of education were discussed—domestic education, the education of girls, religious education, the education of the blind and deaf—and out of it all national systems were evolving, which at a later day determined the fate of nations.

These great movements, originated by public-spirited men, affected comparatively few teachers. In New England the common schools had long been neglected. To James G. Carter, of Lancaster, Mass., belongs the honor of first attracting public attention to the decadence of the public schools, the extent of it, the cause of it, and the remedy for it. After leaving college for seventeen years he labored to arouse public sentiment; his success came with the establishment of the normal schools. He urged two means of improvement—a school fund, and a seminary for the training of teachers. Through the press and by personal appeal he secured the passage of a law creating a Board of Education. This board had some simple duties but no power. Its object was to enlighten the legislature on the needs of the State; its secretary was to enlighten the people. At the first meeting of the board, in 1837, Horace Mann was chosen secretary. It was a surprise; the selection of Mr. Carter seemed more natural and fitting—he had seen the promised land but was not to occupy it. Mr. Mann, while not peculiarly fitted for the post, was possessed of great moral earnestness and was a man broadly humanitarian in his sympathies. He had been instrumental in establishing insane asylums in the State, was interested in work among the blind, and was hostile to slavery and intemperance. He had been for ten years in the legislature,—two years president of the senate. In politics a Whig, in religious faith a Unitarian. On entering his work he wrote in his journal, "Henceforth, so long as I hold this office, I dedicate myself to the supremest welfare of mankind on earth." For twelve years Mr. Mann fought a good fight. He held conventions, wrote reports and established the *Common School Journal*. His reports stand to-day unexcelled as educational documents. His teachings were varied: on the construction of school houses, the need of school supervision, the selection of committees, methods of teaching reading, school motives and government, the need of physical and moral training, etc. In 1848 Mr. Mann entered congress as the successor of J. Q. Adams. His services had been of inestimable value to Massachusetts. Although assailed by men hostile in religion, in politics, and even by short-sighted teachers, he fought the battle of educational reform to the end, and conquered. To the vigor, the skill, the self-sacrificing ardor, and the conscientious rectitude with which he conducted the offensive and defensive campaigns, is due the fact that Massachusetts has suffered none of those educational reverses which have befallen most of the other States.

J. E. R.

American Schools for American Citizenship. A. S. DRAPER. The Pennsylvania School Journal. May, 1893. pp. 459-470.

The history of educational effort is common to all countries and reaches at least four thousand years back, beyond the bounds of modern civilization. Commencing in China, India, Persia and Egypt, it has travelled westward, with a constantly accumulating force and a continually accelerating speed as it passed on to Greece and Rome, until it seems likely to have its utmost abundant fruitage in the Great Republic, and quite possibly in that portion of it west of the Mississippi. The Germans and the Dutch were the first to catch a glimpse of the breadth and scope of *modern* educational work, as they were the first to evolve methods of instruction adequate to the needs of that work. But in none of the European countries have the schools been *free* until within recent years, and until the stern logic of the American experiment made that course imperative.

Educational instrumentalities are of infinite variety. The home, the church, the farm, the workshop, the factory, the counting-room, the newspaper, the express train, the public concert, the lyceum lecture, the legislature, the courts, example, experience, a good snubbing, a sound heart, large contact with the world, and schools of every description, all these qualify for mingling in affairs and make contact fruitful. Of these agencies, the great free elementary school system of the country is of infinitely more consequence than all the rest. All nations have educated their youth for the promotion of their own ends. So *American schools* must be shaped and operated for *American citizenship*. Notwithstanding the marvellous development of our material resources and the amazing growth of our national life, we still need to learn patience and contentment, to make the most of our health, our labor, our souls; to learn how to expend and to save; how to live and how to act. These things may well engage the attention of the officers and teachers of American schools. The development of manhood and womanhood cannot be accomplished except by adherence to certain principles and by attention to details.

The corner-stone principle of the public school system is that it is a *State system*. When we take up the details of school work, we must first consider the building appliances and artificial helps. There is great need of improvement in school property and greater need of better management in bringing it about. The tone of the teaching force must be advanced. Easy certificates and constant change have been the great drawbacks upon our teaching service. Neatness, cheerfulness, health, discipline, interest, enthusiasm, moral sense, everything depends upon the teacher. Teachers are not born such, but are produced by study, training, and experience, hence it is the first duty of a State to go about building up a professionally trained teaching force for its public schools. This is to be done by normal schools, pedagogical classes in colleges and secondary schools, by institutes, by a system of examinations related together, and regulated and directed by central authority.

The wise school teacher will stand ready to meet all requirements and be in position to demand better public treatment. Our teachers are underpaid, but this is not the worst. The conditions which trustees and directors put upon employment, the extent to which they violate agreements or terminate contracts, is something amazing. As we increase our exactions and guard the avenues of admission to the teaching service, we can with great propriety, more thoroughly trust and more completely protect that service; and pursuing both courses upon parallel lines, we shall have the public schools in trained hands equal to the management of the work which the schools are expected to perform.

What shall the public schools do? Admitting certain known facts, we must have a plan of operations in harmony with them. We must prepare to do the best work in the first years. The greatest expertness must be put where it reaches the greatest numbers and performs the most lasting and consequential work. The public schools cannot specialize. They meet their responsibilities when they sharpen and quicken all the faculties, and when they equip the human powers for deciding upon a vocation and acquiring special expertness in it.

In European schools the *attendance* of all children within fixed ages is required; it is universal and regular. The hand of authority controls everything. American schools will never be able to make citizenship safe without it. Our school system must be *progressive*. It must reach the poorest and humblest; it must be good enough for the richest and highest. It must keep clear of sects and classes and parties. Our advanced work is absorbing more than its share of attention and of resources. The elementary work is in danger of being slighted. If our system knows the cost and value of human liberty, if it has the conception of

the sacredness of government by the people, an undoubting faith in the future of the Republic; if it knows what these things rest upon and acts intelligently in fulfilling its high mission, it will carry blessings to every hamlet in the land and add renown to the American name around the world.

Carl D. Fehr.

The Discussion of Educational Questions in the Prussian Landtag, February 21 and 22, 1893. Dr. W. Zeitschrift für lateinlose höhere Schulen. April, 1893. pp. 193-200.

Dr. S. raised the question of the unequal apportionment of government subsidies for higher education. 331 institutions receive annually some 5,800,000 marks (\$1,750,000) from public funds, unequally divided. 175 others receive nothing. Teachers are less fortunately situated than judges. The abolition of free tuition for teachers' sons had rendered illusory the increase in salaries (1872). The amount of teaching required by the decree of 1892 had caused great dissatisfaction. For the administration Herr B. replied that universally applicable regulations were impossible. Teachers are eligible to appointment from one to two years earlier than judges. The subject of tuition had been exhausted at the time. The hour requirements were not new, and there were compensating concessions. Dr. K. complained that the establishment of uniformity was too gradual, and took the part of the under teachers of Berlin, whose hopes of promotion had been lessened by the abolition of thirty-eight positions. The Minister of Culture, Dr. B., defended the administration, and took occasion to define its position: the avoidance of violent changes, continual and quiet progress. Dr. S., for the administration, said that criticism had been expected; for one reason, that some 400 different plans of reform had been submitted. One great purpose had been accomplished, the increase in the number of higher schools without Latin; the sixty-five of last year are now eighty-seven, and it is planned to make them 189 (Hear, hear!). The pedagogical seminaries have been remarkably successful; 267 candidates have gone through the probationary year. Higher courses have been established to carry on the work of the schools in which elective English may be substituted for Greek. The recommendation that men leaving the *Gymnasia* to enter the technical high schools be required to pass examinations in drawing, mathematics and science could not be adopted without barring out half their number; to restrict admission is to hamper learning.

Second day. Dr. W. showed that the statistics of the *Gymnasia* exhibited a decline in attendance of 2500 during the last year. The *Realschulen* and *Bürgerschulen* had a more than corresponding gain, 3800. Delegate S. recommended that control of the technical schools be transferred from the "Department of Intellectual Affairs" to the "Department of Trade." The crowding to extra-Prussian technical schools proved the need of more in Prussia. Dr. W. agreed to the necessity of industrial schools. Delegate S. expressed the thanks of the teachers for the concessions made to them. Dr. S. pointed out that teachers of classics were coming to be less in demand, teachers of modern languages and of physical culture, more. A system of promotion had been provided for under-teachers. By the greatest estimate, to secure a permanent position, according to statistics, a teacher of the classics must wait ten years, one of religion four, of modern languages six, of history nine. The number of men in the Universities studying these subjects has decreased more than fifty per cent. in the last nine years.

Wm. Strunk, jr.

The English Question. J. J. GREENOUGH. The Atlantic Monthly. May, 1893. pp. 656-662.

During the present year much has been written in school journals, and more has been said in conventions of school-men, of the inability of a large number of the students who are supposed to be fitted for college to write good English. The preparatory schools are blamed because they do not give sufficient attention to English composition, and examples of English, written by college students, have been published to justify this charge. The blame for this must not be given wholly to the preparatory school. More attention is now given to composition than ever before, and yet the writing of school boys grows worse. Formerly the colleges, apparently satisfied with the preparation in English, required no separate examination in this subject. Now they give this test and specify the books with which candidates for admission must be familiar. Why, with all the time given to English, are not the results better? Three causes affect these results: a narrowness in the range of the modern boy's ideas, a lack of clearness in these ideas, and an increasing inability to read a printed page understandingly. If the boy has not a clear thought which he wishes to express, no amount of teaching of grammar or rhetoric can enable him to write clearly. Clear impression will find adequate expression. In teaching the classics, it is difficult to make the boy feel that the Latin and Greek are not mere words. Æneas is no hero to a boy who has no conception of the honor that belongs to the founder of a race. No previous training by conversation or reading has fitted the modern boy for a study of the classics. Translations, published to show that boys cannot write English, prove that they cannot read Greek or Latin. They write without sense, for they get no sense from their reading. There is nothing in their minds to which they can attach what they have learned. They are familiar with *athletic* names, but historical names are new to them. Physical training is now an end and aim. Ability to write well, weighed in the balance with an ability to run or jump, is found sadly wanting. To the change in our mode of life and in our estimate of what it is worth while to excel in, is due this narrowness of mind. The range of a child's thought is limited to his own environment and to what comes to him through books and conversation. How do we broaden this? The kindergarten has done much, but in obedience to the decree of our utilitarian age, that useful facts are the only important ones, it gives its time to scientific facts rather than to literary fancies. We neglect to cultivate the imagination with tales of fairies and heroes. Children's books ought to excite the imagination and leave lasting impressions. In the primary school, the three essentials must be learned. How much of the remainder of the day is spent in talks with older people, in story telling, in answering questions and in stimulating the child to think of outside things? The preparatory school, taking about one-fifth of the boy's time, must satisfy all the college requirements; a possible and desirable thing if he is under literary influences when out of school. To our tendency to make everything easy is due the boy's lack of clearness. Clear, exact reasoning and accurate, careful expression of thought cannot be got by any system which tries to change work into play. A boy's thinking is now done for him. He finds exact expression hard. We stop at trying to make him understand, without requiring him to explain his understanding to others. More reciting in all subjects rather than more English is what we need. Children ought to read for themselves and to read aloud. Let them learn to get the sense out of a printed page. To-day, parents and children have no time for literary matters. Each study is weighed by its immediate apparent face value. Boys will not rise above ideals placed before them. Parents and teachers must work together. "Let us all pay more attention to fancy, and less to fact, in our lives, and we shall help to solve the English question in our colleges."

Lucy M. Barto.

The Mathematical Condition of Canadian High Schools. W. J. ROBERTSON. The Canada Educational Monthly (Toronto). May, 1893. pp. 163-171.

Twenty-five years ago the mathematical condition of our schools was characterized by crudeness and immaturity. Rules and formulae guided the ambitious student. There was a minimum of theory. Very often more muscle than brain was employed in the solution of problems. In Algebra our highest ambition was to solve knotty equations. Factoring, except of the most elementary kind, was unknown. Of the theory of divisors, pupils were in happy ignorance. Then an almost magical transformation took place in the method of teaching and studying mathematics, and Ontario became famous for the attainments of her sons and daughters in this department of study. Now, however, under a new administration in which mathematical representatives find no place among High School Inspectors, there has been a gradual deterioration in the mathematical work done in our schools. And while mathematical studies are losing ground the improvement in English and Science shows no marked increase. The reasons for this loss of ground lie (1) in the imperfect division of work among the various forms of our schools. From the time of entrance until the Primary Examinations are passed there is an interval of three years. In that time pupils in Algebra are expected to go to the end of Simple Equations of one unknown, in Euclid to the end of the 26th proposition of the First Book, and in Arithmetic nearly the whole subject is included. Passing on to the Junior Leaving studies only one year is allowed for Indices, Surds, Quadratics, Simple Equations of two or three unknowns, Square and Cube Root, and the Theory of Divisors, for the remaining twenty-two propositions of the First Book of Euclid, the Second and Third Books with deductions thrown in, and for the conclusion of Arithmetic. What strikes the observer is the wretchedly small amount of Mathematics required for the first three or four years and the inordinately large amount for the next year. (2) The order and manner of the work done must be condemned. The introduction of difficult problems in Commercial Arithmetic and in Mensuration, for the Primary and Junior Leaving is irrational; they should be left for the last stages of the High School pupil's training. Mental immaturity and lack of Algebraic and Trigonometric knowledge condemn the introduction of such problems at an earlier stage. The students who go into the teaching profession do not understand the principles that underlie arithmetical operations. They are going back to the old vice of leaning on rules and formulae. Mental Arithmetic is utterly neglected. (3) In our examinations Mathematics is pushed into the background. (4) The most potent cause of all is the overcrowding of our High School programs. "Fads" have complete sway; Drill, Drawing, Calisthenics, Book-keeping, Stenography, flourish at the expense of more important subjects. The time consumed in these subjects so far as the mental training of the pupil is concerned is largely wasted. This over-crowding leads to superficiality of attainment, and confusion of ideas. No one subject is thoroughly grasped. (5) Students are not willing now to take time to prepare themselves thoroughly for an undergraduate course. Admission to the University has been made so easy that a very slight acquaintance with Mathematics is all that is necessary. The matriculant who has in view an easy road to an honor degree will not worry himself to secure a high mathematical standing.

George G. Brower.